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American Public University System

The Ultimate Advantage is an Educated Mind

<p>Legal Studies Program School of Security and Global Studies LSTD497 Senior Seminar in Legal Studies 3 Credit Hours 8 Weeks</p> <p>Prerequisite(s): ALL REQUIRED, CORE & MAJOR COURSES MUST BE TAKEN PRIOR TO ENROLLMENT IN THIS COURSE</p>
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Course Description (Catalog)

This capstone course is a senior level course designed to allow the student to review, analyze and integrate the work the student has completed toward a degree in Legal Studies. The student will complete an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. **NOTE:** All required, core, and major courses must be completed prior to enrollment in this course.

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Course Scope

LSTD497 is a Senior Seminar on selected topics in legal studies from an interdisciplinary perspective. It focuses on law, its structure, and legal institutions from cross-cultural, political, philosophical, economic, and historical standpoints. Each focuses broadly on the relationship between law as a distinct system and law as an attempt to achieve justice, which requires that law remain open to claims of political morality generally. To what extent are legal norms internal to a separate system called "law" and to what extent are claims of political right in general relevant to question of what law is? During this course students will be required to complete a substantial writing requirement evidencing their knowledge legal analysis, research and writing.

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Course Objectives

Upon successful completion of this course, the student will be able to demonstrate and explain the following learning objectives:

- A. Describe how the law is central to theories and research in philosophy, social science, business, and public policy.
- B. Analyze the role and authority of the judicial system in interpreting the U.S. Constitution.
- C. Clarify how the law can infringe on personal liberty.
- D. Interpret how multilateralism has begun to form Supreme Court precedent.
- E. Differentiate between the three branches of government and identify their relationships, conflicts, and roles.
- F. Clearly, concisely and thoroughly evaluate the merit of a selected legal concept in a Class Book chapter that synthesizes the results of applicable legal research and analysis.

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Course Delivery Method

This course is delivered via distance learning, enabling students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week (Sunday, midnight, EST)**, and include Forum questions (accomplished in groups through a threaded discussion forum), and a collaborative project with individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Resources

The Bluebook: A Uniform Guide to Legal Citation, 19th ed., (2010).

Other Selected reading can be found in the “Course Materials.” Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.

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Evaluation Procedures

GRADING SCALE

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

FINAL GRADE BASED UPON:

There are a total of **100** points for this course, which are broken down as follows:

Assignments **45** points
Class Book Collaboration **55** points

Grade Instruments	Points
Week 1 (Forum Introduction: Virtual License Plate)	1

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Week 1 (Forum: Devil's Advocate)	4
Week 1 (Class Book: Table of Contents)	4
Week 2 (Forum: Letters to Editor)	5
Week 2 (Class Book: Chapter Assignments)	4
Week 2 (Assessing Web-based Resources, part 1)	1
Week 3 (Forum: Miranda v. Arizona - 20 Questions)	5
Week 3 (Class Book: Chapter Outlines)	4
Week 3 (Assessing Web-based Resources, part 2)	1
Week 4 (Forum: Rights to Life and Privacy)	5
Week 4 (Class Book: First Drafts)	4
Week 4 (Assessing Web-based Resources, part 3)	1
Week 5 (Forum: Nixon Library)	5
Week 5 (Class Book: Second Drafts)	4
Week 5 (Assessing Web-based Resources, part 4)	1
Week 6 (Forum: SWOT Team)	5
Week 6 (Class Book: Third Drafts)	5
Week 6 (Assessing Web-based Resources, part 5)	1
Week 7 (Forum: Kennedy v. Louisiana)	5
Week 7 (Class Book: Final Chapter Submission - forum)	5
Week 7 (Class Book: Final Chapter Submission - chapter)	20
Week 8 (Class Book: Final Book Organization)	5
Week 8 (Forum: Journey's End)	5
TOTAL	100

The University will issue final official grades. Professors have seven (7) days from the end of the course to submit their grades to the University. Students should not contact the University looking for grades until at least 30 days after the end of the course.

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ASSIGNMENTS & RESEARCH PAPER

There will be seven (7) assignments based on the readings. They are geared to facilitate understanding of the Course Objectives. These Forum assignments, along with the introduction and conclusion forums, comprise 40% of the final grade.

There are also five (5) assignments based on electronic research, which are designed to ensure that students understand the relevance of high quality research materials. The research assignments comprise 5% of the final grade. Students are expected to complete all of these assignments. Each of the assignments is posted under "Forums" in the electronic classroom.

In addition, students are required to work together on a major collaborative project: the creation of a Class Book. This will include, but is not limited to, submission

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of a 10-15 page chapter to the Class Book (not counting references). Students are expected to fully cooperate with each other in creating the Class Book. The entire collaborative effort necessary for the Class Book project comprises 55% of the final grade. Most of students' work will be performed with the respective Forums, but the actual chapter submission will be made in the Assignments section of the classroom.

Reading Assignments:

You are expected to read all of the materials mentioned in this syllabus for each respective week's assignments. These materials are located in the Resources section of the electronic classroom, unless otherwise noted.

Forum Assignments:

Introduction. You MUST post an introduction in that forum before midnight on Sunday of the first week. Your introduction must be at least 250 words in length. It's designed to accomplish two things: 1) build peer-to-peer relationships by introducing oneself and one's background to the class; and 2) articulate individual student learning goals and/or expectations for the class. You MUST complete this assignment (which includes "submitting" it in the Assignments section) to be identified as "attending" the class. Non-attending students could be administratively dropped from the class, which could affect your financial aid. You will receive 1 point for this assignment if it is completed and submitted on time.

Weekly. Each week's forum postings are worth 5 points (except for Week 1, which is worth 4 points). Full participation in all forums is worth 30% of your final grade. For full credit, you must submit your initial response to the forum topic by Wednesday (except for week 1, when the deadline is Sunday) at midnight, AND respond to at least two of your classmates' postings for each week's topic no later than Sunday at midnight. Note that your initial posting must be at least 500 words in length, and at least two of your responsive postings must be at least 250 words in length. All must address the subject matter assigned for each respective forum discussion.

Conclusion. You MUST post a conclusion in that forum before midnight on Thursday of the last week. Your close-out comments must be at least 500 words in length, AND you must make at least two responsive postings that are at least 250 words in length no later than Sunday at midnight. You will receive 5 points for this assignment if it is completed and submitted on time.

Note: Your Forum Participation will be strictly graded using a Rubric. This will help with your understanding of what constitutes the grade assigned to your paper. A copy

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of the Rubric can be found in the “Resources” section of the classroom. You may wish to print it up and look at it in preparing your work.

Examinations: This course will have NO exams.

Class Book Chapter: The chapter that you must submit for inclusion in the Class Book is required to be between 10 - 15 pages in length. It is further required to demonstrate your cumulative legal studies knowledge, and is to be scholarly in nature. That means that it will be evaluated on a variety of quality matters, such as primary research sources upon which you relied, as well as your use of Bluebook citation formatting. The entire class will work together in order to determine the subjects to be covered by each chapter so as to create a coherent Class Book by the end of the course. Your chapter contribution must be double spaced upon final submission.

Note: Your Class Book chapter will be strictly graded using a Rubric. This will help with your understanding of what constitutes the grade assigned to your paper. A copy of the Rubric can be found in the “Resources” section of the classroom. You may wish to print it up and look at it in preparing your work.

Turnitin.com

You will be required to upload your research paper at Turnitin.com **through the classroom.**

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Course Outline

Week	Topic(s)	Learning Objectives	Lesson	Assignment(s)
				THESE ARE MULTI-PART ASSIGNMENTS:
1	Overview of Constitutional Limits	A. Distinguish between the different branches of government	<i>Marbury v. Madison</i> , 5 U.S. (1 Cranch) 137 (1803). Listen also to the oral argument which can be found at: http://www.oyez.org/cases/1970-	(1) Post your introduction (Virtual License Plates) in the Forum; and

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		<p>B. Identify the sources of law</p> <p>C. Analyze the power of judicial review</p> <p>D. Recognize and implement proper legal citation.</p>	<p>1979/1974/1974 73 1766</p> <p>Review Week 1 PPT lectures</p> <p>CALI Registration Information:</p> <ol style="list-style-type: none"> 1. Go to www.cali.org and click on the 'Not a registered user yet?' link. 2. In the field requesting an authorization code enter: AMEPUNstu622 3. Provide the information requested on the next screens. 4. At the completion of the registration process you will be logged on to the CALI website and may use the legal education lessons. <p>On subsequent visits to the website, log on by just entering your email address and the password you created when you registered on the site. The authorization code is used only the first time when you registered on the website.</p> <p>CALI Lesson: Citation Forms for Briefs and Legal Memoranda (Lesson ID: LWR01)</p>	<p>(2) Read the case of <i>Marbury v. Madison</i>, 5 U.S. (1 Cranch) 137 (1803), which can be found in the Resources link under "Student Resources" subfolder "Weekly Reading." Make your initial posting in the "Madison v. Marbury: Devil's Advocate" Forum and respond to at least 2 of your classmates; and</p> <p>(3) Begin the Class Book collaborative project by making at least 3 substantive posts in order to complete the "Table of Contents" assignment in the Forum.</p>
2	<p>General Principles of Equality</p>	<p>A. Restate the Equal Protection Clause of the 14th Amendment</p> <p>B. Compare and contrast the arguments put</p>	<p><i>Brown v. Board of Education of Topeka</i>, 347 U.S. 483 (1954)</p> <p>Review Week 2 PPT lectures</p> <p>CALI Lesson: How to Brief a Case (Lesson ID: LWR09)</p>	<p>(1) Read the case of <i>Brown v. Board of Education of Topeka</i>, 347 U.S. 483 (1954), which can be found in Resources. Respond to the question posted in the "Brown v.</p>

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		<p>forward by Appellant and Appellee in <i>Brown</i>.</p> <p>C. Analyze the various forms of judicial interpretation.</p>		<p>Board of Education: Letters to the Editor” Forum; and</p> <p>(2) Continue working on the Class Book collaborative project by making at least 3 substantive posts in order to complete the “Chapter Assignments” assignment in the Forum; and</p> <p>(3) Begin learning how to assess web-based resources by finding at least three (3) legal resources through the internet related to this week’s case study and sharing them in the “Let’s Check It Out, Part 1” forum.</p>
3	Constitutional Rights	<p>A. Identify various rights guaranteed by the Fifth Amendment</p> <p>B. Analyze issues relating to custody and interrogation</p> <p>C. Differentiate</p>	<p><i>Miranda v. Arizona</i>, 384 U.S. 436 (1966)</p> <p><i>Florida v. Powell</i>, 559 U.S. ____ (2010)</p> <p>Review Week 3 PPT lectures</p> <p>CALI Lesson: Miranda I (Lesson ID: CRMPRO18)</p>	<p>1) Read <i>Miranda v. Arizona</i>, 384 U.S. 436 (1966) and <i>Florida v. Powell</i>, 559 U.S. ____ (2009), which can be found in the Resources link. Collaboratively respond to the posting in the “20</p>

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		<p>when protections become available</p> <p>D. Explain the Exclusionary Rule.</p>	<p>Miranda II: (Lesson ID: CRMPRO25)</p>	<p>Questions" Forum; and</p> <p>(2) Continue working on the Class Book collaborative project by making at least 3 substantive posts in order to complete the "Chapter Outlines" assignment in the Forum; and</p> <p>(3) Continue learning how to assess web-based resources by evaluating at least three (3) legal resources that your peers found through the internet and sharing them in the "Let's Check It Out, Part 2" forum.</p>
4	<p>Constitutional Rights</p>	<p>A. Balance the rights to life and to privacy relative to their respective legal and moral strengths and weaknesses</p> <p>B. Distinguish when the rights overlap and explain possible resolutions</p>	<p><i>Roe v. Wade</i>, 410 U.S. 113 (1973)</p> <p>Review Week 4 PPT lecture (also contained in the Voicethread exercise)</p>	<p>1) Read <i>Roe v. Wade</i>, 410 U.S. 113 (1973), which can be found in the Resources link. Collaboratively respond to the interactive Voicethread link called "Rights to Life and Privacy" Forum; and</p> <p>(2) Continue</p>

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		C. Analyze the various forms of judicial interpretation.		working on the Class Book collaborative project by making at least 3 substantive posts in the "First Drafts" assignment in the Forum; and (3) Continue learning how to assess web-based resources by finding at least three (3) legal resources through the APUS library and sharing them in the "Let's Check It Out, Part 3" forum.
5	Limits on Power	A. Differentiate the powers allotted to the various branches of government B. Explain the limits on Presidential power. C. Discuss the various issues that arise when a President exercises authority.	<i>United States v. Nixon</i> , 418 U.S. 683 (1974) Review Week 5 PPT lectures <u>CALI Lesson:</u> Constitutional Placement of Administrative Process (Lesson ID: ADM05)	(1) Read the case of <i>United States v. Nixon</i> , 418 U.S. 683 (1974), which can be found in the Resources link. Respond to the question posed in the Week 5 "Nixon Library" Forum and to at least 2 of your classmates. (2) Continue working on the Class Book collaborative project by making at least 3 substantive posts in order to

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				<p>complete the editing and re-writing process of the "Second Draft" assignment in the Forum; and</p> <p>(3) Continue learning how to assess web-based resources by evaluating at least three (3) legal resources that your peers found through the internet and sharing them in the "Let's Check It Out, Part 4" forum.</p>
6	Crimes Against Public Order and Morals	<p>A. Discuss the impact of crimes against Public Order</p> <p>B. Compare and contrast the issues of Constitutional rights v. public order (i.e. freedom of speech)</p>	<p><i>Texas v. Johnson</i>, 491 U.S. 397 (1989)</p> <p>Review Week 6 PPT lecture</p>	<p>Read the case of <i>Texas v. Johnson</i>, 491 U.S. 397 (1989), which can be found in the Resources link. Respond to the question posted in the "Week 6" Forum.</p> <p>2) Continue working on the Class Book collaborative project by making at least 3 substantive posts in order to complete the editing and re-writing process of the "Third Drafts" assignment in the</p>

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				<p>Forum; and</p> <p>(3) Continue learning how to assess web-based resources by sharing what you have learned in the "Let's Check It Out, Part 5" forum.</p>
7	Punishment	<p>A. Evaluate the reasons for punishment</p> <p>B. Differentiate between acceptable and cruel and unusual punishments.</p>	<p><i>Kennedy v. Louisiana</i>, 554 U.S. ____ (2008)</p> <p>Review PPT lecture</p>	<p>CLASS BOOK CHAPTERS DUE!</p> <p>Upload your individual chapters in the Forums link AND in the Assignments link (from which the www.turnitin.com Originality Report will be generated).</p> <p>Read the case, <u>Kennedy v. Louisiana</u>, 554 U.S. 407 (2008) which can be found in Resources. Respond to the question in the "Week 7" Forum; and</p> <p>2) Continue working on the Class Book collaborative project by making</p>

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				at least 3 substantive posts in order to complete the editing and re-writing process of the "Final Chapter Submissions" assignment in the Forum. Upload your individual chapters in the Forums link AND in the Assignments link (from which the www.turnitin.com Originality Report will be generated).
8	Course Wrap Up	<p>A. Reflect upon all of the course objectives</p> <p>B. Evaluate the direction that the Supreme Court has taken – and may yet take in the future – relative to the highlighted major cases</p>	<i>This will be released to you during Week 7.</i>	<p>COMPLETED CLASS BOOK DUE!</p> <p>1) Respond to the question in the "Week 8" Forum; and</p> <p>2) Complete your work on the Class Book collaborative project by making at least 3 substantive posts in order to complete the editing and re-writing process of the "Class Book Final Organization" assignment in the Forum.</p>

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in **double-spaced** format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

The central function of legal citation is to allow the reader to efficiently locate the cited source. All courses in the Legal Studies program require that any narrative essay or composition format follow the legal citation guidelines set forth in *The Bluebook: A Uniform System of Citation, 19th ed.*, (2010). More information can be found in the Web Resources and Course Material links in the classroom.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and

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working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. It provides access to subscription article databases, periodicals, books, video

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and more to support your research and studies. In addition, the Online Library provides access to special learning resources like tutoring services and Turnitin.com, which the University has contracted to boost your academic success.

- *Library Course Guides:* APUS librarians have created guides for each degree program and many courses. Each guide compiles the most relevant research tools (subscription article databases, journals and ebooks), as well as authoritative websites, multimedia and more. Explore the guides at <http://apus.campusguides.com/>.
- *Ask a Librarian:* librarians are on duty approximately 18 hours per day, 365 days per year. At <http://apus.libanswers.com/>, you can search for answers to library questions, or use the “Ask” button to submit a question of your own.
- *Electronic Books and Journals:* You can use the online library to access over 150,000 ebooks and 40,000 journals, which are licensed for use by APUS students and faculty only. Visit the [Licensed Library Databases](#) guide to explore search options.
- *Research and Writing Help:* librarians have created tutorials for college-level research and writing. [Click here to explore them all.](#)
- **Online Tutoring:** AMU and APU students are eligible for up to 10 free hours of online tutoring provided by APUS. Some military students are eligible for additional hours through their Armed Forces education offices. For more information, visit <http://apus.campusguides.com/tutor>.
- *Interlibrary Loan and other services:* when you need a book or article not held in the APUS Online Library, you may request it via interlibrary loan (ILL). [Read more about ILL and other library services.](#)

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Selected Bibliography

Akhil Reed Amar, *Double Jeopardy Law Made Simple*, 106 Yale L.J. 1807 (1997).

Daniel J. Capra, *The Daubert Puzzle*, 32 Ga.L.Rev. 699 (1998).

Developments in the Law – *Confronting the New Challenges of Scientific Evidence*, 108 Harv.L.Rev. 1481 (1996).

Kathryn Urbonya, *Dangerous Misperceptions: Protecting Police Officers, Society, and the Fourth Amendment Right to Personal Security*, 22 Hast.Con.L.Q. 623 (1995).

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